UNIT-1

CLASSROOM ORGANIZATION

1.1 Classroom Organization - Meaning and purpose

Meaning:-

Classroom organization focuses on the physical enviornment. classroom organization effects the physical elements of the classroom making it more productive enviornment for its users.

* Effective teachers organize a safe classroom enviornment. They place furniture, learning centers and materials in order to optimize student learning and reduce distractions.

* Effective teachers decorate the classroom with the work of students, arrange the furniture to promote interaction as appropriate and they have comfortable areas for working.

* "Classroom organization" takes in account the structural aspects of how a teacher organize his/ her classroom. How the classroom

is organized influences the behaviour and also on student learning.

Purpose :—

Classroom organization is extremely important. An organized classroom provides quality learning thereby helps in teaching-learning process.

The purpose of well organized classroom serves the following benefits

→ Improves student-teacher relation
→ Improves parent-teacher relation
→ Increases job satisfaction
→ Increases student academic progress
→ Creates an environment that will maximize learning.
→ minizes the frequency of behavior problems.

While arranging the classroom one should kept in mind the followings

- Arrangement of classroom in such a way that teacher can make eye contact with every student & every

student should feel they are being watched.

- If some students are frequently caught-up in laziness and happen to work with minimal efforts in a particular seat, then you can change their place and keep them in seats from where you can clearly observe them.
- Arrangement of desk, bench and other materials should be such that it provides you opportunity to reach each one with ease. students should also find it easy to move around especially when activities are conducted.
- change the physical layout, arrangements whenever necessary to suit the teaching style and method of teaching.
- students should be given the responsibility of keeping their classroom neat and clean. Enforce them to dispose all the wastes into the dustbin.

etc.

1.2 Classroom Seating Arrangement for different purposes. (04)

There are many different seating arrangements available. Best possible seating arrangement has to be provided to the students when they feel that they are comfortably seated.

The seating arrangements should allow the students to move around the room, to get materials, sharpen pencils, exit the room without congestion.

Classroom seating arrangement should suit the needs of varied students so as to make the task easier.

- When the desk are placed individually it makes easy for the teacher to move around the room.
- The most popular arrangement in secondary classrooms is short horizontal rows.
- Some classrooms have small tables where two or more students can work.

i. Rows :-

This arrangement with the tables in rows is simple.

ii. Double E :-

By placing the tables at right angle. seating capacity has been increased, utilizing a small area with no loss of movement around the table.

iii. Semicircle :-

The arrangement works well when the teacher gives a demonstration in the classroom.

Seating arrangement can be changed to accomodate different instructional activities.

Following are the seating arrangements.

a. Traditional row seating
b. U-shaped seating
c. Cluster seating.

A. Traditional Row seating :-

It is the arrangement that focuses on teacher centered approach where the students are not asked to participate, but to listen and learn.

B. U-shaped Seating:-

This type of seating arrangement gives scope to have interaction and discussion on a large scale. The educator who wants to ~~wo~~ connect with students should consider this seating.

c. Cluster Seating:-

This type of seating arrangement helps the educator who want to create a small safe areas within the larger structure of classroom to encourage all to speak. It benefits co-operative learning.

Conclusion:-

Moreover a good seating arrangement will allow the teacher to move readily monitor students activities as this can have a significant impact on student behaviour & learning.

1.3 Technology Integration

- OHP / LCD
- smartboard
- chalkboard
- White board
- Display boards
- Multimedia
- E-classroom

* OHP (Overhead projector) :-

The OHP is a small machine.

→ It is used to project an image into a small screen of white board.

→ An overhead projector can work on the same principle as a 35 mm slide projector

→ It was created by Jules Duboscq, a frech inventor in 1870.

→ Teaching material can be pre-printed on plastic sheets upon which the educator can write using a non-permanent marking pen.

→ When the transparently sheet is full of written materials it can be replaced with a new sheet.

→ It enables the teacher to build notes, make tables & diagrams.

→ It requires constant power supply & also require flat surface to project the image.

B. LCD (Liquid crystal Display) :-

An LCD projector is a type of video projector.

→ It is used to display video images or computer data on a screen.

→ Schools replace OHP & use LCD projects to show video in class.

→ Many students get a clear view of a demonstration.

→ e.g :- a chemistry prof. can perform a chemical rean or an anthropology instructor can show the features of a skull.

→ Instead of teacher talking at the class, writing words on board, it allows the presentation of videos, audio.

→ This is more entertainment for the students.

C. Smart Board :-

The smartboard is an interactive white board that uses touch detection for user input in the same way as normal PC input devices.

→ Some applications are used with the

smartboard are Ms power point, excel, word & Auto CAD.

→ The interactive board turns a typical classroom into a fun loving environment.

smartboard are an essential component in the modern day classroom.

1. Provides flexibility
2. Enhanced teaching
3. Interaction and share
4. Low maintenance
5. Access to online information & tools
6. Going Green / less utilization of paper & ink.
7.

Conclusion:—

smartboards simplify the learning process for students.

→ students will gain better understanding of the overall lesson.

D. Chalkboard:—

It is also known as black board.

→ It is a reusable writing surface on which text or drawing are made of chalks.

→ It is a valuable visual aid to the pupils.

→ The chalkboard has many advantages both for the teacher & students in today's society.

→ Teacher can easily deliver the subject by writing on chalkboard.

→ It is less expensive and does not require electricity to power them.

→ It is a time consuming in covering the topic.

→ Less attractive than interactive boards.

→ Virtual video presentation is not possible.

E. Whiteboard :—

A white board is also known as markerboard, dry-erase board, dry-wipe board, pen-board.

→ It is used in many offices, meeting rooms, classrooms etc.

→ It will save paper.

→ It improves skills in vocabulary, geography, maths.

→ student can practice handwriting skills

→ Mistakes made during guided practice can be easily erasable.

→ They can be used in any subject area.

F. Display board:—

The display board is a board-shaped material that is rigid and strong enough to stand on its own & generally used paper or other materials affixed to it.

→ It provide opportunities for more creative & affective communication & teaching technique.

G. Multimedia:—

Multimedia means that computer information can be presented through audio, video & animation etc.

H. E-classroom:—

E-classroom is defined as the first social application of the assisted instruction in e-education.

'E' means electronic. That means the classroom is based on electronic gadjets.

The e-classroom serves as a meeting point for teachers, students & parents.

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1.4 Characteristics of Classroom Environment friendly for learner and Inclusive :-

Creating an inclusive, learner friendly school enviornment is a process which demands a positive attitude towards a change and a firm commitment to create an inclusive learner-friendly enviornment.

The term 'Learning enviornment' means any formal and non-formal setting where children gain knowledge & skills to use that knowledge in their daily lives.

The term 'Inclusive' does include children with disabilities such as children who have difficulties in seeing or hearing, who can't ~~talk~~ walk or who are slower to learn.

A learner friendly enviornment is 'child friendly' & 'teacher friendly'. It stresses the importance of students and teachers working together as a learning community. It enables teachers to give all children the best education.

Following are the characteristics of an inclusive child / learner friendly enviornment :—

1. All inclusive, child friendly classroom does not discriminate any child based on gender, socio-economic background, abilities or disabilities.
2. An inclusive child friendly classroom is effective with children & is child centered.
3. It should be healthy for the children means classrooms are clean, safe and have adequate water & sanitation fascilities.
4. All inclusions, child friendly classroom is caring & protective of all children.
5. It involves families & communities to work together.

1.5 Concept of school Complex

The concept of school complex was originated from the report of the Kothari commission, 1964-66.

A school complex is a cluster of schools.

It is a group of neighbourhood schools, comprising a no. of primary, upper primary, secondary schools which function together in an integrated way as one educational unit.

Needs & Importance :-

1. Breaking the isolation →

It aims at breaking the isolation that exist between one school and the other.

2. Sharing Instructional works :→

It will make possible the sharing of available resources and make their best possible use.

3. Co-operative efforts for Improvement :→

Different schools work in close co-ordination for mutual benefit.

Characteristics

→ Neighbourhood

→ Unit for educational reform

→ Co-operation

→ Guidance

→ Solution of problems.

Functions of school complex :-

1. providing academic guidance →
   a. Teaching
   b. co-curricular activities
   c. school improvement projects.
2. Providing equipment :→
   Arrangement & exchange of equipment betn the schools is the second imp. function of school complex.
3. Supervisory Role :→
   The head of the members should supervise the work & give suggestion for improvement.
4. Inservice Training :→
   It look after the inservice teacher training, professional growth of teachers.

Advantages :-

→ Better method of evaluation introduced
→ Inservice training facilities
→ Better library facilities

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Satyam Education

UNIT-2

CLASSROOM MANAGEMENT

2.1 CLASSROOM MANAGEMENT—

Concept, Need & Approaches

Classroom management is a term used by teachers to describe the process of ensuring that classroom lessons run smoothly despite of disruptive behaviour by students.

It means

→ How teacher works?
→ How the class works?
→ How the teacher & students work together?
→ How teaching & learning happen.

Classroom management is a teacher efforts to establish and maintain the classroom as an effective enviornment for teaching & learning.

Defenition:—

- All the things that a teacher does to organize students space, time

and materical so that student learning can takes place.

– Wong & Wong

- A set of techniques and skill that allow a teacher to control students effectively inorder to create positive learning enviornment for all students

– Sternberg & Williams

Importance of classroom Management

1. To optimize student learning & achievement.
2. To successfully engage students
3. To manage classroom time effectively.
4. To maintain a positive classroom atmosphere.
5. To manage classroom resources effectively
6. To promote effective teaching
7. To enhance student achievement.
8. To promote positive behaviour among the students.

Approaches

1. Preventive Approach:—

It creates a ~~clear~~ positive classroom community with mutual respect between teacher & student. It includes warmth, acceptance & caring attitude.

2. Business management Approach:—

The teacher must explain clearly to students work assignments, instruction for assignment, detect student who are having difficulty and to encourage students to keep working.

3. Behaviour Modification Approach:—

The students behaviour is the direct result of teacher behaviour. popular activities can be used to bring about desirable changes in the student behaviour.

4. Group Guidance Approach:—

To maintain good discipline the teacher must understand the group, its needs & interest.

2.2 Managing with Different Types of students — (4)

Leader, Follower, passive

A teacher has to manage with different types of students in the class. Broadly speaking students can be put into several categories. To know the strength & weakness of the students is the most challenging aspect of being a teacher. Managing and controlling the classroom is essential so that teacher's can have peace of mind.

Types of students

1. Leader

student who is liked by more number of other students can be termed as leader.

→ confidence, creativity and decision making are the main skills of a leader.

→ Teacher should encourage students who are having capable of leadership qualities

i. Improve leadership qualities by co-curricular activities.

ii. Motivate the students

iii. Guidance & counselling

iv. Improve moral values

B. Followers :-

In a classroom few students will follow either teacher or student's leader.

→ students are highly influenced by them.

Following strategies used to improve followers in classroom

i. Explain flaws

ii. Improve leadership qualities

iii. Improve decision making capability

iv. Improve ~~a~~ helping Attitude

C. Passive Learner :-

There are two different types of students e.g. active students & passive students.

While active learner are attentive, competitive & have rich knowledge, but passive learner loose attention. They donot concentrate on study.

Passive learner should follow the below

i. Right desire level.

ii. Take them to group

iii. prepare special plan

iv. Give proper training

2.3 Classroom Behaviour Management

– Problems, mistakes, Disciplinary practices, corporal punishments, classroom rules. & Regulations

Discipline plays a crucial role in students life. Indiscipline will hamper students carrier.

→ There are many academic and behavioural problems regarding students that has a direct impact on teaching learning process.

e.g. – Frequent absence

– lack of attention hyperactivity

– Inappropriate talk in classroom

– disobedience

– Aggressiveness

– Refuse to do school work and do tasks etc.

Cause of misbehaviour:—

→ Poor holding capacity of school
→ student find school work boring and irrelevant & try to escape it.
→ No scope for participation in co-curricular activities
→ curriculum irrelevant to their needs and aspiration.

• Disciplinary practices

Disciplining students, particularly those with serious behavioural problems is a long standing challenge for teachers.

→ Finding out the cause of student's misbehaviour will help the teacher to improve positive behavioural skills.

→ Punish based discipline does not improve school safety, Learning or behaviour.

→ A loving and caring relationship, complete with engaging curriculum prevent discipline problems.

→ When students are given appropriate education it will improve student's behaviour & performance.

- Corporal punishments

Currently there is no particular defn of children in Indian law.

Acc to RTE Act-2009, corporal punishment should be classified as

* physical punishment
* Mental Harassment
& * Discrimination

* physical punishment:-

Any action that causes pain, hurt, injury & discomfort to the child.

Example of physical punishment are

- heating
- kicking
- scratching
- punching
- beating
- slapping
- standing on bench
- kneeling
- Standing against wall like chair position
- Detention in the classroom, library, toilet

* Mental Harassment :-
  - Lowering child's dignity
  - scolding
  - shaming the child
  - Ridiculing the child

* Discrimination :-
  - Prejudiced view & behavior towards any child because of his/her caste/gender
  - occupation / Religion

- Classroom Rules & Regulation

→ Teacher & student should be punctual.

→ student should not chew gum, eat or drink in class.

→ They should not disturb others in the class.

→ Exercise self control

→ Excuse documents should be submitted for absence.

→ To do homeworks regularly

→ Respect every teacher & students.

- Classroom Routines

classroom routines are important for effective classroom management.

- Ensure that students understand & the reason for the routine.
- Allow students to the routine through rehearsal.
- Do not teach the students too many routines at a time.

2.4 Violation of Rights of Children Legal consequences

Thousands of children in the world face daily violations.

Hardly does a day goes by without a child being subjected to abuse and violations. violence against a child causes damage; psychological upset, pain & suffering to the child victim.

Acc? to the UN convention on the Rights of child (CRC) articles (17), (19), (23), (25), (27), (29), (32) & (39) children can face :-

* Physical Abuse :-

This includes that the children may be exposed to fractures, bruises, burns & severe beatings.

* Psychological Abuse :-

This includes the child becoming upset due to taunting, blaming, threatening, scolding etc.

* Child Labour :-

Acc^n to research studies around 85 million are working in hazardous enviornments, endangering their health or suffering from slavery or other forms of forced labour.

Reasons for child labour phenomenon :-

1. Poverty :-

It is the first factor which explains that children are forced to leave school early and work instead to help their family.

2. Absence of schooling :-

The inability of family to bear the costs of study for their child is a cause of absence of schooling.

3. Depreivation of play:—

children who are depreived of playful activities are unable to exercise their full right to childhood.

4. Abuse and its impact on child:—

Violations have very negative effects on children they cause frustration, Child abuse over long term may cause learning difficulties & behavioural problems such as stealing, violence, loss of control etc.

Organizations that are in favour of children include:—

→ In UAE, particularly the ministry of social Affairs contributed to develop an advanced bill to protect children.

→ The Global Network for ~~child~~ Rights and Development (GNRD) confirms that the abuse of children is a violation of international law & can't be tolerated.

→ The GNRD seeks to protect the right of child for instance providing charity support to children especially to those with physical & mental disabilities.

Articles related to child's right include the following:

- Article 2 : Non-discrimination
- Article 3 : Best interests of child
- Article 4 : Implementation of rights
- Article 6 : Survival & development
- Article 12 : The child's opinion
- Article 13 : Freedom of expression.

etc, etc.

2.5 Strategies To manage Behavior problems- preventive, supportive & corrective. (14)

1. Preventive strategies :→

Preventive strategies are those strategies that help to prevent the occurrence of minor behavioral issues in the class.

→ So, it is necessary for a teacher to know about students interest and learning style.

→ The teacher should deliver the curriculum in a fun and interesting way so that students are interested and engaged there by eliminating behavioural use in the classroom.

Following are the key preventive strategies

1. Teacher organisation:-

Teacher should prepare lessons well and organize activities so as to minimize distractions.

2. Engaging Activities :-

In order to prevent students from getting bored, engage students in activities.

3. Establishing classroom Rules:-
student should understand that there are certain guidelines that have to be followed.

4. Practice Mutual Respect:-
There should be mutual respect between the teacher and the student to promote likelihood of student participation.

5. Building Relationship:-
Having a good relationship will prevent misbehaviour among students.

6. Motivation:-
Teacher should motivate the student so that it will prevent behavioral problems.

B. Supportive Discipline strategies:-
Supportive discipline strategies are those strategies that aim to prevent minor misbehavior from increasing into behavior that will disrupt student learning.

→ Teacher employ supportive strategies by reading their class and responding appropriately when students become restless or otherwise deviated from the learning task.

Some supportive techniques include:

1. With-it-ness:

With-it-ness is the idea that teachers are aware of their students and what they are doing at all times.

→ They should be aware of the strengths & weakness of their students.

→ They should be able to read the class and know when to change teaching techniques.

2. Scaffolding:—

It can be done to maximize the student learning. Scaffolding can be done during the class and across unit plans, depending upon the amount of modification needed.

3. Active Ignoring:—

It is a strategy which ignores undesirable behavior there by paying attention to desired behaviors.

4. Praise:—

Praising students shows them the teacher acknowledges their good work or the desired behaviors.

c. Corrective Behavioral Management :- (17)

strategies are employed when there has been a significant violation of the class or school rules or the occurance of extremely disruptive behaviors.

→ Corrective behavioral management strategies can be implemented both inside and outside the classroom.

→ Internal classrooms corrective strategies occur in front of the other students and identifies that the misbehavior exhibited are not tolerated in the classroom.

→ External classroom strategies occur with the individual student outside the classroom allowing for a more informal chat with the student.

2.6 Time Management in a classroom –

1. Allocated time
2. Instructional time
3. Engaged time
4. Academic learning time.

Time Management :-

Time management is a very important skill, teachers can use this in the class to optimize learning opportunities for students.

→ Time management is important because it helps us to prioritize our world.

→ It helps us get more things done in less time.

Management of time are of four types

* Allocated time
* Instructional time
* engage time &
* Academic learning time.

* Allocated time :-

It is the total time allocated for teachings learning & routine classroom procedures like attendance and announcement

e.g:- Trigonometry - 9:10 - 10:00 am

or science - 10:00 - 10:50 am

* Instructional Time :-

It is the time where teaching and learning actually takesplace. Teacher may spend two or three minutes taking attendance.

e.g:- Before instruction begins.

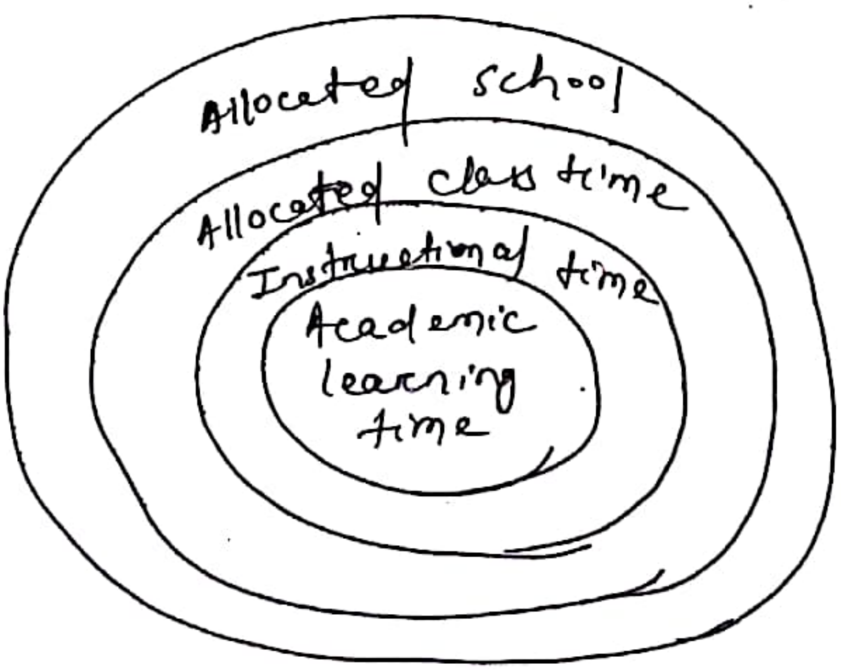
* Engaged time :-

It is also called time on task. During engaged time, student are participating actively in learning activities.

* Academic learning time :-

It accuse when student

1. participate actively &
2. Are successful in learning activities



Benefits :→

→ An effective time management gives more time to do what we enjoy doing.

→ It develops students skill of responsibility.

→ It leads to effective learning.

→ Managing time helps both teachers & students reduce stress.

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Questions

1. Write about the concept, Imp need & approaches of classroom management.
2. How a teacher manages the class with different types of students.
3. Describe how to manage the classroom behaviors.
4. Briefly describe about the strategies used to manage behavior problems.
5. How to manage time in the Imp classroom.
6. Define what type of violations impact on childrens & its legal consequences.

UNIT-3

ROLE OF TEACHER IN SCHOOL EDUCATION

3.1 Teacher as a Facilitator of learning:-

Teacher play a very important role in the lives of the students.
The success or failure of the system depends on the teacher.
To make the educational system successful, teacher should be well educated, intellectually alive and should have love towards their profession.
If they are not well trained and if they cannot do their job whole heartedly, the system fails.

facilitator can be defined as a person or thing that makes an action or process easy or easier.

Teacher as a facilitator should ensure students that they show continuous improvement in essential skills, embrace technology & looks for purposeful ways to engage students.

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For a teacher to become a successful facilitator he/she should keep in mind that

- Guide students to be an independent learners.
- Assess students Achievement
- Asses students engagement
- Develop a personal learning network & share the resocerces with other teachers.

Characteristics

1. Understanding
2. Genuineness
3. Respect
4. Intelligence
5. Effective Listner & communicator
6. skill of interpersonal communication

1. Understanding:—

→ Teacher's attitude towards students must be empathetic.

→ The facilitator who has a good understanding skill is able to create a healthy interaction among the participants & can effectively conveys his ideas to the learners.

2. Genuineness :-

→ As a facilitator teacher should have direct contact with all the students.

→ There should be cordial relationship between the teacher & learner.

→ The teacher should recognize the feelings of students like love, affection, peace, anger, sadness, frustration etc.

3. Respect :-

→ A good facilitator should be deeply respectful.

→ Encourage the ideas of students.

→ Believe in everybodies ability to grow & change.

4. Knowledge :-

→ The teacher should be well qualified & have proper knowledge of teaching with technology.

→ The teacher should know about the cultural background of the students.

5. Effective Listner & communicator :-

→ As a facilitator teacher should make good eye contact with the students & listen to everybody answer with patience.

3.2. Perspective planning and co-ordination with authorities for support:—

One of the most important principles of good teaching is the need for a planning. planning provides a structure & context for both teacher & students.

Proper classroom planning will keep the teachers organized & on track while teaching, that helps the students to reach the objectives more easily.

Decisions involved in planning Lessons:—

- The aims to be achieved.
- The content to be taught
- The background of the students
- Previous knowledge of the students
- Age, interest etc.
- The lessons in the book
- The tasks to be presented
- The resources needed etc.

For effective lesson planning there must be the followings

1. Goal setting
2. Develop planning premises
3. Reviewing Limitations
4. Formulation alternates
5. Laying down procedures
6. Modifying the plan as ~~for~~ per need.

Proper planning in an educational system helps to overcome weakness and improve success. It saves time, money & energy by avoiding confusion & mistakes. Planning leads to better co-ordination.

Co-ordination is the process of organizing people or groups so that they work together properly.

Co-ordination is an important component in the process of learning & teaching. Co-ordination can takes place when the principal involve staff, school community parents & students on the achievement of school & individual student as appropriate.

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The school authorities should extend their help in following ways to achieve greater success.

1. provide co-ordination support to teachers & educational programs.
2. Co-ordinate day-to-day routine as per the requirement of school office.
3. Provide documentation.
4. provide training w.r.t. technical systems

Effective planning & co-ordination helps the teacher to grow professionally & play a leading role in determining the school's climate.

3.3. Accountability And Self-Assessment of teachers and feedback mechanism:-

Accountability:—

Accountability means responsibility or answerability.

Teaching is a noble profession and accountability is an inherent part of teaching.

When considering a teacher's accountability, we relate it to the teacher's responsibility for their students and his/her learning progress.

Teaching being a profession, assumes that every teacher needs to be accountable towards his job.

Teacher are accountable towards.

a. Student :→

The progress & development of the learners can be possible only when the teacher is sincere and hardworker.

b. Society :→

The teacher should be accountable towards the society to motivate the weaker sections of the society.

c. Profession :→

A teacher should think about various ways to help students to acquire knowledge, to develop academic potential and sharpen their future

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through the process of teaching & learning.

4. Towards life long teaching & learning :-

A teacher should devote his whole life to teaching as well as learning for future of humanity as his role is multidimensional.

- Self Assessment of Teachers

Self assessment in teaching is for improving achievement.

Self assessment by teachers helps the teachers to ~~help~~ identify his/her strengths and weakness, and evolve as a reflective practitioner.

Teacher use assessment to inform students instructional decisions, motivate & reward students.

Teacher should assess the work done by students, review homework, observe students work in the class.

Also give student 'summative' assessment at the end of unit or end of year test.

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Authentic assessment include

- observation
- Essays
- Interviews
- performance tasks
- Demonstrations
- port folios
- Teacher made test.

- Feedback Mechanism:—

To see the teacher's effort to improve their teaching practices are bearing fruit feedback is needed.

According to the feedback the teacher modifies his teaching techniques for effective results in the class room.

So, Feedback is important to improve teacher's teaching.

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3.4. Condueive School Enviornment —

Team work, Transparency, self esteem among Head teacher, teachers, students.

- Conducive school Enviornment :—

Conducive school enviornment is one in which teachers establish learning enviornment where students feel physically, psychologically, socially and culturally secure.

In a conducive school enviornment teacher work independently and co-operatively to make their classrooms & school stimulating learning enviornments.

Condueive school enviornment helps in creating a favourable atmosphere to ensure an effective teaching & learning process to takesplace.

- Team Work :-

Team work can be defined as a group of people interacting and co-operating in a work related action. It involves hands on working together.

→ Teacher's team work is biased on view that teacher work together.

→ It allows teachers to feel confident about contributing their most dynamic skills towards schools improvement

→ Teamwork can be defined as a process among partners who shares mutual goals & work together to achieve the goals.

→ All members working in a team must have a clear understanding of the team goal like

a. what to be achieved

b. How will to know the outcomes

c. Time factor

Teachers can work together to co-plan, share idea & support each other.

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- **Transparency :-**

transparency in education is important for a variety of reasons.

→ It allows the parents, universities & related organizations to see what is happening in the classroom.

→ Information about students learning can be presented in language i.e. understandable by the audience.

→ It should be updated regularly.

A fully transparent celebrity should contain

- student learning outcomes
- Assessment plans & procedures
- Evidence of student learning.

→ Transparency is one of the imp. aspect to create conducive school environment.

→ Parents become better informed about content, routines & child's progress.

- Self-Esteem :—

Self esteem is a psychological concept. It is the positive or negative evaluation of the self, as in how we feel about it.

Self esteem is an important part of success.

Selfesteem is emcnent for head teacher, teachers do that they may be proceeding in their profession with confidence & without any fear of failure.

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Questions

Imp1. Teacher as a facilitator

2. Why planning is needed in an organization.

3. Accountability, self assessment & feedback mechanism.

4. What is conducive school enviornment.

UNIT 4

TEACHER AS A LEADER

4.1. Concept, Nature & Characteristics of a Leader:-

Concept:-

A leader is a person who influences a group of people towards the achievement of a goal.

Leader means 'to travel' or 'show the way'.

Definitions:-

- Leadership is influencing people to follow in the achievement of ~~goo~~ a common goal. — Koontz 'O' Donnell.

- A process whereby an individual influences a group of individuals to achieve a common goal.

  — Northouse

- Leadership is a process by which a person influences others to acomplish a mission.

  — U.S. Army

principles of Leadership:—

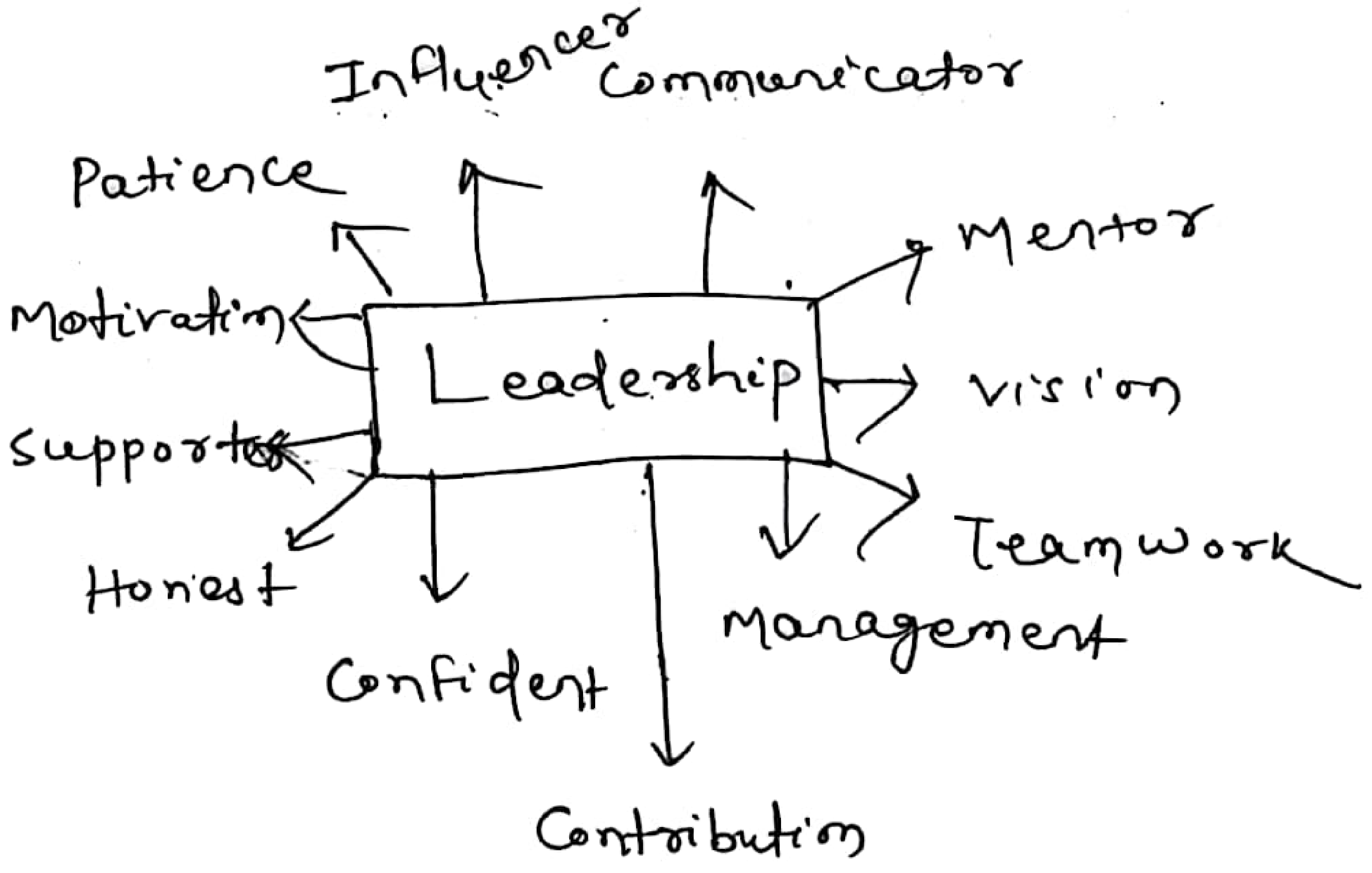
1. Know yourself & seek self-improvement
2. Be technically proficient
3. seek responsibility & take responsibility
4. Make socend & timely decisions.
5. Develop a sense of responsibility in workers.
6. Train as a team. etc.

Nature and characteristics of a classroom leader

1. The classroom leaders should possess the qualities of participative leadership.
2. * No dominating character
   * not dictate terms
   * encourage the classmates to participate & share their ideas.
3. Encourage group discussion & collective decision on classroom activities.
4. Act as a mediator between teacher & classroom members.
5. Create healthy group climate
6. Promote mutual understanding, love & respect.

7. Accepting the ideas & suggestions of his classmates.

8. Good leadership quality
   - good vision
   - Passionate
   - self sacrifice
   - confidence
   - Time management



4.2 Types of Leadership

1. Directive leadership
2. supportive "
3. Permissive "
4. Achievement oriented Leadership
5. Participative leadership

DSPAP

1. Directive Leadership

In the directive leadership, the leader provides structure to the work situation by establishing specific expectations for the subordinates.

→ He lets the subordinates to know the goal, provides the needed guidance, schedules the work to be done.

→ The leader used force, authority, command on his followers.

→ So, this style is also known as authoritarian style.

2. Supportive Leadership:-

The term supportive refers to help, sympathy and encouragement.

→ The leader in this style has friendly relationships and show concern for needs status & well being of subordinates.

→ The leader is approachable & keeps trust on the followers. He treats all members as equal.

→ Supportive leadership creates a feeling of participation & task involvement in the organization.

→ The members in the organization will be motivated to develop their abilities through the concern, appreciation and encouragement by supportive leadership.

3. Permissive Leadership:—

This style is also called Laissez-faire or free-pain leadership style.

→ A leader of the style actually avoids his authority & position and relinquishes it to subordinates.

→ This leader avoids responsibilities and power.

→ This type of leader takes very few decisions and leave to a great extent to subordinates.

→ This style of leadership benefits self motivated team looking for new responsibilities & chalenges.

4. Achievement oriented Leadership:—

In this style, the leader expects high level of work performance from subordinates and exhibits the confidence in success.

→ The leader sets challenging goals and emphasizes excellence in work performance.

5. Participative Leadership:-

participation is the mental and emotional involvement of people in group situations that encourages them to contribute to group goals & share responsibility.

→ Involvement, contribution and responsibility are the important ideas involved in the participation.

4.3. Developing Leadership

Leadership skill development for the 14 to 19-year-old age group requires guidance and direction from parents and other caring adults.

Five commonly named principles that parents should aware of when selecting organizations, programs etc to foster leadership skills in adolscent youth include.

1. Program should help youth learn specific knowledge & skill related to leadership.

e.g:- communication, team work, project management etc.

2. Programs should emphasize experimental learning & provide opportunities for genuine leadership.

3. Youth are involved in collaborative experiences, team work & networking with their peers & with adults.

4. There should be long-term involvement of caring students.

5. Youth are made aware of gain an understanding of people's culture & societies.

There are some qualities that teens can practice to enhance their leadership ability

1. Proactive :-

It is good to encourage teens to take action on matters that are important to them.

2. Positive Thinker :-

A positive attitude is extremely important. A leader must be a positive thinker.

3. Have a vision:—

The vision is a place where the leader wants to lead those that share his dream. so the leader have an appropriate vision.

4. Motivate others:—

Create opportunities for your teen to learn how to thoroughly describe the big picture in his mind.

4.4 Role of a teacher as a Leader in managing classroom dynamics:—

Dynamic means change.

Group dynamics means the change of behaviour through interaction in the group.

It studies the structure of the group and the other phenomena which emerge out of group interaction.

The behaviour of members who constantly interact undergoes continuous change because human behaviour is not static.

Group dynamic implies 'change that takesplace within the group.'

Educational implications of group dynamics:-

A. Implications for the class as a group

1. Promoting democratic behaviour.
2. Promoting emotional balance.
3. Mutual conflict avoided.
4. problems sorted out.
5. Helpful in effective teaching & learning

B. Implications for the teacher

1. A guide, philosopher & friend
2. stress on pupil participation.
3. stress on group work.
4. Awareness about group technique.

Role for teacher leaders

Teacher leader assume a wide range of roles of support school & student success.

The following are many ways teachers can contribute to their school's success.

1. Resource provider.
2. Instructional specialist.
3. Curriculum "
4. classroom supporter
5. Learning facilitator
6. Mentor
7. school leader.
8. Data coach.

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Questions

Imp 1. What is leadership & write about different types of leadership.

2. Describe the qualities of a leader.

Imp 3. or how to develop leadership qualities among students.

3. Explain the concept of group dynamics.

Imp 4. Functions of a leader.

5. Role of a teacher in managing classroom dynamics.

UNIT-5

ACTION RESEARCH IN EDUCATION

5.1 Action Research - Meaning, Need & scope

Action research is made up of two words 'action + Research'.

→ The word action means 'to act'. In a wider sence action means we are doing something in a concrete manner.

→ Research = Re + search.

→ 'Re' means 'again & again' & search means 'find out something'.

→ Hence, action research is a process in which a person observes the phenomenon again & again & collects data.

→ Action research is a method for improving and modifying working system of a classroom & a school.

→ The teacher & principal are able to study their problems of teaching scientifically.

→ It is an objective oriented method.

→ A teacher conducts action research to improve his own teaching.

→ Action research means to find out a solution for practical problems of Educational institutions.

Action research is a interactive process related to an ongoing activity by the participants — R. Mukherji

Action research is the research a person conducts in order to enable him to achieve his purpose more effectively. — Research publication

Need & purpose of using action research in education :—

* Remedying problems in a specific situation
* In-service training by equipping the teachers with new skills & methods.

* Injecting additional or innovatory approaches to teaching & learning.
* Improving the normally poor communication betn the practising teacher & the academic researchers.

Benefits of action research to Education

1. Teachers investigate their own practice in new ways, looking deeper in what they and their students actually do & fail to do.
2. Teachers develop a deeper understanding of students.
3. Action research is an ongoing process & its strategies can be widely applied.
4. Professional development & school improvement is the core aspect of action research.
5. Encourages change in schools.
6. Empowers individuals through collaboration on projects,
7. Promotes a process of testing new ideas.

5.2. Steps in Action Research

The followings are the steps to be followed in Action Research (IDAFDE)

1. Identification of problem
2. Defining & delimiting the problem
3. Analysing the causes Relevant to the problem.
4. Formulation of action hypothesis
5. Developing suitable Research Design for Action Research.
6. Evaluation of results.

1. Identification of problem:—

First step in action research is to identify the problem. The solution should be helpful in the improvement of educational institutions.

→ The sources of problems may be subject matter, teacher-pupil relations, reading, writing, pronounciation, late coming etc.

→ The problems may be of examination system, co-curricular activities etc. are some of the problems for action research.

2. Defining & Delimiting the problem :—

After selection of the problem the 2nd step is to define & delimit the problem.

→ In defining the problem to the words used should be precise & clear.

→ Every word should be specific and meaningful.

→ The area of the problem should be neither too wide nor too limited.

3. Analysing the causes relevant to the problem :—

In this step it is necessary to explore the causes for the problem identified.

→ A list of causes may be prepared while analyzing the causes,

1. Logical relation
2. verifying the cause
3. specificity of cause
3. Authenticity
4. controlling forces

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4. Formulation of Action Hypothesis :—

formulating the action hypothesis is very important.

following are the characteristics

1. Must be verifiable in practical condition
2. Must be effective
3. Must be have a definite purpose
4. Always logical.

5. Developing suitable Research Design for action Research :—

For the development of the institution after formulating the hypotheses it is necessary to draw out a design for Action hypothesis.

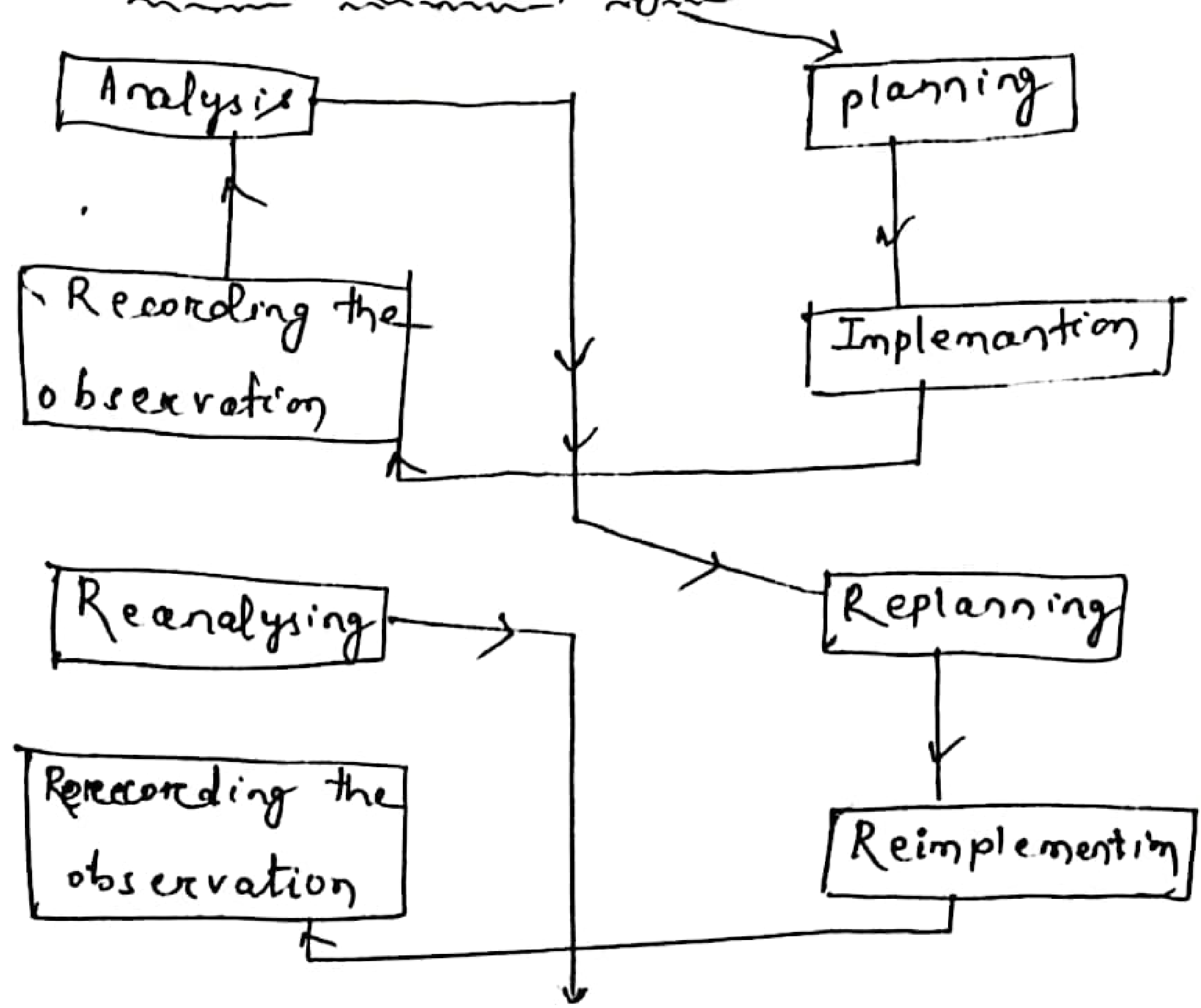
The design contains

1. The activity to be initiated
2. The method to be mentioned.
3. Time required for finalizing is stated

6. Evaluation for results.

Evaluation is important in action research. Evaluation should improve the educational institution. So action research is an integral part of teaching.

5.3. Action Research Cycle :—



Main aspects in action research cycle :—

- Generally teacher should explain things based on how it happened, what happened, where happened by deeply analyzing.
- Prepare a stratogy to resolve the issue.
- Collect data after analization
- clearly analyze the collected data

- If it is not get result, prepare a new strategy.
- Implement the new strategy.
- While implementation re analyze the fact & collect data again.

5.4 Action Research problems, areas

Action research can be a worthwhile pursuit for educators for a number of reasons.

Good teachers are, afterall, themselves students and often look for ways to expand upon their existing knowledge.

1. Focus on school issue, problem or area of collective interest.
2. Form of teacher professional development
3. Collegial Interactions.
4. Potential to impact school change
5. Reflect on own practice
6. Improved communications.

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Questions

1. What is meant by Action research.

<u>Imp</u>

2. Explain action research cycle.
3. How action research will be helpful for development of institution.